YANGAN STATE SCHOOL

Our Plan for Responsible Behaviour by Students

Purpose

Yangan State School is committed to providing a school environment that maximises the educational outcomes and opportunities of all students. This can only be achieved through a supportive school environment developed in partnership with parents and which is characterised by non-violent, non-coercive and non-discriminatory practices. The management of behaviour at school must reflect and share the values and expectations of the community if it is to be effective. At this school, we value a planned approach to managing students’ behaviour, which involves a planned continuum from positive to preventative actions for all students to responsive actions for specific individuals and groups. Our Plan for Responsible Behaviour by Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Consultation and Data Review

Yangan State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings held during Semester 2, 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013 also informed the development process. The Plan was endorsed by the Principal and the President of the P&C in October 2013, and will be reviewed in early 2016 as required by legislation.

School beliefs about behaviour and learning

Yangan State School’s values and beliefs about behaviour and learning directly relates to Education Queensland’s Statement of Expectations for a Disciplined School Environment. Our school’s values and beliefs underpin Our Plan for Responsible Behaviour by Students.

Our purpose is to provide all students with the opportunities to work to their potential, free from disruption, abuse or threat, in a safe environment to become highly motivated, lifelong and competent learners. This is reflected in our school’s motto, ‘Learning Together.’

At Yangan State School our practices are aligned to our chosen psychological base of Choice Theory, and our philosophy: “Children learn best in a supportive environment that caters for their individual needs”. We use an approach that focuses on quality, encourages self-evaluation, develops the skills and attitudes to create lifelong learners and builds relationships.

Our school aspires to securing success for all our students by:

- **Caring** for one another;
- **Improving** our performances; and
- **Contributing** to our school community.

Our Plan for Responsible Behaviour by Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are evident to everyone, assisting Yangan State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

We believe that all behaviour is purposeful and that everyone is responsible and accountable for his /her behaviour. Behaviour development is the responsibility of all members of the school community including students, staff, principal, support staff and parents/caregivers.

The Principal, school staff and the community support wellbeing by building a positive learning culture - providing challenging, interactive and engaging learning experiences and by nurturing relationships amongst families and the wider community. Students support their own wellbeing by being actively involved in their school and community - and research on resilience shows a sense of belonging is critical for young people.
At **Yangan State School**, we have shared values about learning and behaviour: **Our shared school values include**:

<table>
<thead>
<tr>
<th>Students</th>
<th><strong>Caring Value</strong></th>
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<tbody>
<tr>
<td>We all have the right to work, play and learn in a friendly, safe and helpful school.</td>
<td>• I treat people as I’d like to be treated.</td>
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<td></td>
<td>• I show that I care about other people’s feelings.</td>
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<td></td>
<td>• I use my manners and a respectful voice.</td>
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<td>• I follow appropriate instructions.</td>
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<td>• I stay where I know I am safe.</td>
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<td>• I move safely around the school.</td>
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<td>• I use equipment safely.</td>
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<td>• I wear my hat when I’m outside.</td>
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<td>• I keep my hands, feet and objects to myself.</td>
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<thead>
<tr>
<th>Students</th>
<th><strong>Contributing Value</strong></th>
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<tbody>
<tr>
<td></td>
<td>• I share and let others take a turn in play and work.</td>
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<td></td>
<td>• I look after our classroom and school environment.</td>
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<td>• I help to make our school a happy and safe place.</td>
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<td>• I am a helpful member in groups.</td>
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<td>• I listen to adults and my classmates.</td>
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<td>• I work independently.</td>
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<td>• I accept that others are different.</td>
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<td></td>
<td>• I allow other people to be themselves.</td>
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<td></td>
<td>• I include people in my work and play.</td>
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<tr>
<th>Students</th>
<th><strong>Improving Value</strong></th>
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<td></td>
<td>• I accept others’ apologies.</td>
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<td>• I give people a second chance.</td>
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<td>• I own up and learn from my actions.</td>
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<td></td>
<td>• I think for myself.</td>
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<td>• I do the best I can to do quality work.</td>
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<td>• I participate well in learning.</td>
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<td>• I come to classes prepared.</td>
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<td>• I strive to achieve goals</td>
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<td>• I reflect on goals, work and play.</td>
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<tr>
<th>Parents</th>
<th><strong>Caring Value</strong></th>
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<tr>
<td>We all have the right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.</td>
<td>• I accept others’ points of view, values and skills.</td>
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<td>• I accept individual personalities.</td>
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<td>• I give and accept praise.</td>
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<td>• I look for the positives.</td>
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<td>• I appreciate my own and others’ expertise, experience and knowledge.</td>
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<td>• I show confidentiality.</td>
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<td>• I take care of my own safety.</td>
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<td>• I show that I value the work done by others.</td>
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<td>• I use encouraging and positive language when working with others.</td>
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<td>• I treat others inclusively and respectfully.</td>
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<td>• I respect people’s professional decisions.</td>
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<td>• I maintain a positive attitude and use positive language about students and our school.</td>
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<td>• I am sincere.</td>
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<td>• I focus feedback on peoples’ behaviour rather than their character.</td>
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<td></td>
<td>• I respect others and equipment by following given processes.</td>
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<tr>
<th>Parents</th>
<th><strong>Contributing Value</strong></th>
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<td></td>
<td>• I take responsibility for school operations to share the load.</td>
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<td>• I address issues and seek solutions in the appropriate forums and with the appropriate people.</td>
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<td>• I do the best I can within my role and support others in theirs.</td>
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<td></td>
<td>• I encourage and support others.</td>
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<td></td>
<td>• I have confidence to express my opinions.</td>
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<td></td>
<td>• I include people.</td>
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<td></td>
<td>• I listen to others and participate in teamwork.</td>
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<thead>
<tr>
<th>Teachers</th>
<th><strong>Improving Value</strong></th>
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<tbody>
<tr>
<td>We all have the right to teach in a friendly, safe, and satisfying school, which is supported by the school community.</td>
<td>• I am responsible for my own professional learning.</td>
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<td>• I seek support to do what is required of me.</td>
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<td>• I share ideas and resources to contribute to my own and others’ learning.</td>
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<td></td>
<td>• I self-evaluate.</td>
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<td></td>
<td>• I acknowledge my actions and look for solutions.</td>
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To assist our school aspire to securing success for all our students by:

- **Caring** for one another;  
- **Improving** our performances; and  
- **Contributing** to our school community.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

All school community members have a role in managing behaviour, principally by meeting their responsibilities and cooperating to promote a supportive environment.

Whole-school behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to ALL students. At Yangan State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate. Communicating behavioural expectations is a strategy directed towards all students with the intent to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Our whole school approach provides a supportive learning environment through:
- open communication with the school community on Education Queensland’s Statement of Expectations for a Disciplined School Environment and the school’s Plan for Responsible Behaviour by Students
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education or training
- managing of incidents through clear and well-understood processes
- provision of support for students and staff
- building strong community relationships.

A crucial component of Yangan State School’s whole school approach to positive behaviour support is Choice Theory - the work of Dr William Glasser.

It is specifically designed to:
- develop a supportive and more productive school environment for all students and staff
- assist students to develop improved self-esteem through getting to know and understand themselves better
- assist students and the community to develop appropriate human responses to real-life situations.

This positive behaviour support is drawn from a framework anchored in the five basic needs according to Dr William Glasser. When students find themselves in a classroom environment that is needs satisfying for them, they are more likely to be well behaved and motivated to learn.

Survival Needs
The survival need is about the things that we need to keep ourselves healthy and safe.

Love and Belonging Needs
This need focuses on the desire to belong. Teachers work to develop positive relationships and a warm, supportive classroom environment. They aim to maintain and enhance the students’ self-esteem developing an understanding of their strengths and lesser strengths and developing strategies to further both.

Power Needs
This need is about feeling empowered – important, successful, worthwhile and in control of yourself. We aim to support each child to experience success and to receive recognition for their successes in a variety of ways. This builds self-worth, gives pleasure and is self-motivating.

Freedom Needs
This need is about making decisions for yourself. Freedom is not without responsibility. The more responsible choices we can support students to make the more decisions and responsibilities they learn to take.

Fun and Enjoyment Needs
This need is about having fun and enjoyment. Quality learning is when students perceive their school work as enjoyable, they work hard to produce quality work and rarely misbehave.
The following are processes that are used to promote appropriate behaviours across the whole school setting.

Positive Reinforcement
- Reinforce, reward and praise appropriate behaviours.

Classroom Agreement
- Teachers negotiate an agreement with students with clear expectations and consequences which is signed off, displayed, visited regularly and reviewed.
- The agreement is sent home to inform parents of class expectations and consequences.
- Teachers share classroom agreement at Parent Information Session early Term1.

Engage in quality teaching and learning
- Ensure learning experiences are relevant and meaningful
- Ensure that there is an appropriate level of challenge for each student
- Match learning experiences and assessment techniques with student interests and learning styles
- Encourage co-operative learning
- Provide opportunities for students to make decisions about their own learning
- Clearly communicate fair and reasonable expectations
- Encourage students to set goals and persist in problem solving situations
- Assist students to develop time management and study skills
- Use our school’s Pedagogical Framework.

Develop supportive interpersonal relationships
- Acknowledge students being good
- Communicate a genuine interest in and care for the students
- Establish rapport with and welcome the involvement of parents
- Develop a sense of responsibility for students’ own progress and personal behaviour goals

Establish ways to develop self-esteem
- Plan for success by breaking tasks into manageable steps, which ensure individual success
- Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents. e.g. Gotcha Awards
- Minimise criticism and accept mistakes as part of the learning process
- Communicate regularly with all students
- Create a sense of belonging to the classroom group
- Give students responsibility

Explicit Teaching of Expected Behaviour (School Values)
- Ensure children understand and are familiar with all aspects of Our Plan for Responsible Behaviour by Students.
- Share responsibility with all staff for all students.
- Use fair and consistent strategies that are in line with the school’s beliefs and values.

GOTCHA Awards
Staff members hand Gotcha Awards out to students they observe following school expectations/learning achievements in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘acknowledge’ a student following the rules/expectations/values they can choose to give them a Gotcha Award on parade.
Each parade the principal presents special GOTCHA VALUES AWARDS to students who work hard to support our school values and for their personal achievements.

Student Leadership Program
Yangan State School recognises the important contribution that our students can make to their school and community by providing students with a program that builds a range of leadership qualities. Senior students play an important role at Yangan State School. They act as models of appropriate behaviour for younger students. These students also provide support for other students. The aim of the Student Leadership Program is to nurture confident students who are willing and able to be empathetic towards their school community and work pro-actively in moving it towards a preferred future. (Appendix 11)
Anti-Bullying Program

**Yangan State School** targets anti-bullying to support students and parents. Our school's approach to bullying focuses on relationship building and solving problems. We aim to eliminate bullying by providing relationships education to our students, staff and parents and supporting students to develop better relationships when problems occur. This involves our school:

- Building safe and supportive schools and preventing bullying
- Knowing when bullying is happening, acting to stop it and supporting those involved
- Managing incidents that have serious impact on individuals and/or the school

The Bullying Policy outlines our school approach. (Appendix 9).

**Targeted behaviour support**

Due to the size of **Yangan State School**, it is important to recognise that all staff are involved in the support of students who may need additional targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings and special meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support process through the classroom teacher.

**Uncooperative Behaviour**

Refusal to comply with instructions disrupts learning time for all students in the class and creates an unsafe environment in the playground. It is taken very seriously at **Yangan State School** and as such we deploy a THINK plan to deal with non-compliant behaviour.

**THINK** stands for:

- **T**. Talk about expectations
  
  *Non-compliance*
  
- **H**. Have a ‘Think’ – thinking time or completion of a thinking sheet
  
  *If there is subsequent or repeated non compliance*
  
- **I**. Interview with Principal – consequence could be detention/internal suspension and
  
- **N**. Notify Parents – communication of behaviour
  
  *If behaviour is severe or continuous*
  
- **K**. Kept at home – suspension

**Strategies used for targeted behaviour support include:**

<table>
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<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
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<td></td>
<td>• working with a teacher aide or learning support teacher&lt;br&gt;• adjusted class work – differentiation (support/extension)&lt;br&gt;• working with a peer or older student (mentor).</td>
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<tr>
<th>Verbal</th>
<th>Verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<td></td>
<td>• specific reinforcement e.g. Thank you for sitting down.&lt;br&gt;• targeted direction giving.</td>
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<tr>
<th>Non-Verbal</th>
<th>Non-verbal reinforcement, used every day in both the classroom and playground, includes:</th>
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<td></td>
<td>• body language – smile, thumbs up&lt;br&gt;• behaviour charts&lt;br&gt;• privately understood signals&lt;br&gt;• proximity to the child in terms of desk placement or where staff members are standing&lt;br&gt;• awards/rewards</td>
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<tr>
<th>Increased attention</th>
<th>Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:</th>
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<td></td>
<td>• One on one curriculum support with the teacher&lt;br&gt;• Teacher aide support&lt;br&gt;• Work with another member of school staff/parent/community volunteer.&lt;br&gt;• Curriculum support through an older classmate (mentor).</td>
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## Communication with the parents/caregivers

Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

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<tr>
<th>Added responsibilities - meaningful roles</th>
<th>A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:</th>
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</thead>
</table>
|                                          | • Peer tutoring  
|                                          | • Working with a younger or older classmate  
|                                          | • Classroom jobs  
|                                          | • School jobs. |

### Intensive behaviour support

At Yangan State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a **proactive problem solving approach**.

A proactive problem solving approach involves looking at the ‘whole’ child. It covers such areas as:

#### Case Management:

The case manager for each student who is identified as “seriously at risk” should be the class teacher. However, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc.
- referral for discussion at the school support meeting
- referral to Guidance Officer for assessment and preliminary behavioural support
- full team collaboration to undertake a behavioural assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

**Preventative** – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

**Supportive** – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

**Corrective** – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances (Appendix 1).

### Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

**An emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

#### Basic defusing strategies

- **Avoid escalating the problem behaviour**
  Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

- **Maintain calmness, respect and detachment**
  Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
• **Approach the student in a non-threatening manner**
Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

• **Follow through**
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

• **Debrief**
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member;
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Yangan State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

**Staff Training in Physical Intervention**
Staff that are trained in physical restraint are the only staff members permitted to undertake the above actions, unless that staff member deems themselves to be at risk of immediate personal danger due to the actions of the student and there is no other alternative available.

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (OneSchool);
- MyHR incident report; and
- a debriefing report (for student and staff)
Consequences for unacceptable behaviour

Yangan State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences (Appendix 4). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Major problem behaviour reports are entered into the OneSchool system.

Minor and major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the principal

Minor behaviours are those that:
- are minor breeches of the school values/rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, THINK sheet, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
- Repetition (3 times) of minor behaviours will result in a major behaviour infringement.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to the principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then completes a behaviour incident record using the OneSchool system and initiates a referral to the principal.

When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Major problem behaviours may result in the following consequences:
- **Level One**: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral; and/or
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, School Disciplinary Absence; and/or
- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following a School Disciplinary Absence (suspensions and exclusions are used after all other responses are considered and if the welfare and safety of other students and staff are at risk).
Strategies to implement supportive, fair, logical and consistent consequences include:

1. Classroom Management
A Classroom negotiated agreement is formulated in collaboration with students at the beginning of each school year. A classroom agreement consists of three parts – expectations, positive recognition and consequences. The teacher responds to low-level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and redirecting non-disruptive, off-task behaviour and using non-verbal messages to alert or cue the student.

2. Reinstatement and Rule Reminders
The teacher adds a combination of the following strategies to address the student’s behaviour: reinstatement of the rule, giving a specific direction, giving the student a choice e.g. to work/play appropriately or move to a different area/activity. Reality Therapy questions may assist.

3. T.H.I.N.K. Time (Process)
T. Talk about expectations
H. Have a ‘Think’ – thinking time or completion of a thinking sheet
I. Interview with Principal – consequence could be detention/internal suspension
N. Notify Parents – communication of behaviour
K. Kept at home – suspension

4. School Intervention and Recording of Student’s Inappropriate Behaviour
To inform further planning and decision-making processes, major incidents of inappropriate behaviour are recorded in the school’s OneSchool system.

5. Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, the teacher and student develop a plan of action. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral to a specially convened meeting.

6. External Assistance
A behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7. Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

8. School Disciplinary Absences (suspension and exclusion)

Definition of Consequences

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<tr>
<th>THINK Time</th>
<th>A principal or staff member may use THINK Time as a strategy for student to manage their own behaviour and to assist the student to calm down.</th>
</tr>
</thead>
</table>
| Detention  | A principal or teacher may use detention as a consequence for disobedience, misconduct or other breaches of school expectations.  
A detention is no more than 20 minutes during school lunch break or 30 minutes after school (parent will be contacted before after school detention is imposed) |
| Temporary removal of property | A principal or staff member has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff |
| **Suspension** | A principal may suspend a student from school under the following circumstances:  
- Disobedience  
- Misconduct  
- Other conduct that is prejudicial to the good order and management of the school |
| **Proposed exclusion and recommended exclusion** | A student may be suspended pending a decision to exclude when a student’s behaviour is so serious that suspension from the school would be inadequate to deal with the behaviour.  
A student may be suspended or exclude for the following reasons  
- Disobedience  
- Misconduct  
- Other conduct that is prejudicial to the good order and management of the school, or  
- Breach of behaviour improvement conditions |
OVERVIEW

Classroom
Classroom negotiated
- Rules/Agreement
- Expectations
- Reinstatement and Rule Reminders
- Recognition of consequences and rewards

School Values
Our school aspires to securing success for all our students by:
- **Caring** for one another;
- **Improving** our performances; and
- **Contributing** to our school community.
These values underpin our school rules and expectations of behaviour.

T.H.I.N.K. (Process)
- **T.** Talk about expectations
- **H.** Have a ‘Think’ – thinking time or completion of a thinking sheet
- **I.** Interview with Principal – consequence could be detention/internal suspension
- **N.** Notify Parents – communication of behaviour
- **K.** Kept at home – suspension

MINOR (corrective stage)
Teacher deals with student for minor behavioural infringements
- Classroom negotiated rules
- School rules
- Playground
3 repetitions of a minor infringement will result in a referral to a major behaviour infringement

THINK Sheet
School Intervention and Recording of Student’s Inappropriate Behaviour
To inform further planning and decision-making processes, incidents of inappropriate behaviour are recorded in the school’s OneSchool system.

MAJOR (Examples only)
- Bullying (physical, verbal, social, emotional)
- Offensive language
- Serious physical aggression
- Stealing
- Vandalism
- Blatant disrespect
- Continual Non-compliance of class and school rules

Teacher / Student Action

External Assistance
Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

- **Suspension Procedures**
  This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

- **Exclusion**
  This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.
The network of student support

Students at Yangan State School will be supported in their learning through the following school and external networks. When behaviour is inappropriate, programs will be negotiated involving these people for support and guidance.

Consideration of individual circumstances

When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Yangan State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students (whole school).
- recognising, designing and implementing behaviour plan strategies that are specific for individual student needs,
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent,
- recognising and taking into account information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (individualised learning plan or individual education plan) and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation,
  - receive adjustments appropriate to their learning and/or impairment needs,
  - provide written or verbal statements that will be taken into consideration in the decision making processes and
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

Some related resources
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Network
- Working Together Resources for Schools
- Cybersafety and school resources
- Bullying No way!
- Take A Stand Together

Endorsement

Principal ___________________________  P&C President ___________________________  Assistant Regional Director ___________________________

Effective Date: October 2013 – December 2016
SUPPORTING DOCUMENTS

- Referral Form (Appendix 1)
- School Rules (Appendix 2)
- Reflective T.H.I.N.K. Time Samples (Appendix 3)
- Playground and Bus Duty Procedure (Appendix 4)
- Reality Therapy Questioning (Appendix 5)
- Bullying Policy (Appendix 6)
- Procedures for Students To Follow (Appendix 7)
- What is Bullying? (Appendix 8)
- Student Leadership Program (Appendix 9)
Referral Form

The playground duty plan is located in management folders and in the staff room. Staff can use the following referral form to record the day, date, student and the nature of the inappropriate behavior. Staff can use this referral form when on playground duty and in their classroom.

Expectations

Students to meet the school values through the behaviour norms.

A referral form is to be used for any behaviours which need to be:

- Recorded on the student’s file and OneSchool.
- Require follow up from the principal.
- Require the incident to be communicated to other staff.

Yangan State School Referral Form

<table>
<thead>
<tr>
<th>Name: ______________________</th>
<th>Class: _______</th>
<th>Staff: ______________________</th>
<th>Date: __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Caring Value</th>
<th>Tick</th>
<th>Consequences</th>
<th>Details of event and action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>I treat people as I’d like to be treated.</td>
<td></td>
<td>THINK Sheet</td>
<td></td>
</tr>
<tr>
<td>I show that I care about other people’s feelings.</td>
<td></td>
<td>Thinking Sheet</td>
<td></td>
</tr>
<tr>
<td>I use my manners and a respectful voice.</td>
<td></td>
<td>Fix it/replace it/parents informed</td>
<td></td>
</tr>
<tr>
<td>I look after my own and others’ property.</td>
<td></td>
<td>Reminder of values</td>
<td></td>
</tr>
<tr>
<td>I follow appropriate instructions.</td>
<td></td>
<td>Written/Verbal apology</td>
<td></td>
</tr>
<tr>
<td>I stay where I know I am safe.</td>
<td></td>
<td>Reflection time on steps</td>
<td></td>
</tr>
<tr>
<td>I move safely around the school.</td>
<td></td>
<td>Stay with teacher/reflection time</td>
<td></td>
</tr>
<tr>
<td>I use equipment safely.</td>
<td></td>
<td>Practice replacement behaviours</td>
<td></td>
</tr>
<tr>
<td>I wear my hat when I’m outside.</td>
<td></td>
<td>No hat no play</td>
<td></td>
</tr>
<tr>
<td>I keep my hands, feet and objects to myself.</td>
<td></td>
<td>Letter about behaviour to parents with parents to sign and return</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contributing Value</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I share and let others take a turn in work and play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look after our class and school environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I help to make our school a happy and safe place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a helpful member in groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen to adults and my classmates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I accept that others are different.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I allow other people to be themselves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I include people in my work and play.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improving Value</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I accept others’ apologies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I give people a second chance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I own up and learn from my actions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think for myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do the best I can to do quality work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I participate well in learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I come to classes prepared.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I strive to achieve goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I reflect on goals, work and play.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Positive Recognition

- Praise and Encouragement
- Gotcha Certificate
- Gotcha Values Award
- Special Awards and stickers e.g. Reading
- Parade/newsletter

Please place in the communication tray in the Principal’s Office.

Principal comments/action:

<table>
<thead>
<tr>
<th>Copies to</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OneSchool</td>
<td>Parents (with letter)</td>
</tr>
<tr>
<td>Student File</td>
<td>Specialist Teachers</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Teacher Aides</td>
</tr>
<tr>
<td></td>
<td>Awards</td>
</tr>
</tbody>
</table>
School Rules

( Appendix 2 )

Play Boundaries
Stay within boundaries at all times:

- Once at school, I must stay inside the school boundaries at all times except when I have permission to leave.
- Toilets, the library, around the buildings and gardens are not play areas.
- I am not allowed to be:
  1. in gardens;
  2. an unsupervised classroom;
  3. on verandahs;
  4. around the bike racks;
  5. in trees; and
  6. in the school grounds outside school time without permission.
- I will play in a gentle, considerate and safe way and will always use positive language.
- Bikes are not to be ridden in the school ground without permission.

Bells
- I am to wait quietly in the bus duty room if I arrive to school before the 8:30 am play bell.
- Students report to bus room if not collected by parents by 3:15pm

Bell Times are:

- 8:30am Play before school may commence after the student has prepared themselves for daily school activities (taken forms to the office, sharpened pencils, brought in all books for the day)
- 8:55am Wash hands, go to the toilet and prepare for school. (line up)
- 10:00am Snack (Healthy choices)
- 11:00am Lunch
- 11:55am Wash hands, go to the toilet and prepare for school (line up)
- 1:35 pm Afternoon tea
- 1:55 pm Wash hands, go to the toilet and prepare for school (line up)
- 3:00 pm Home time – move to the front gate area to be picked up by your parents or make your way home smartly. This is not time to play on equipment.

Eating
- I will stay seated while eating and will only eat in the lunch area.
- I will place all rubbish in the bins.
- I do not share food

Toilets
- Only one person is allowed in each cubicle at a time.
- I will wash my hands after visiting the toilet.
- Toilets are not play areas.

Classroom Entry
- I will enter the classroom according to the teacher’s instructions.

Class Equipment
- I will care for class/library equipment.
- I will take care of class sports equipment and return it to the play equipment container when I have finished with it.

ICT Usage
- I will seek permission to use any ICT equipment (signed internet usage agreement)

School Uniform
- School hats must be worn for any outdoor activity (play, P.E., sports)
- Shoes are worn at all times (exceptions given by staff)

Out of School
- I realise that all school rules and procedures apply during out of school activities organised by the school.
Thinking Sheet

Name ________________  Date ______

Circle the picture which best shows what you did wrong.

- Hands and feet
- Not following instructions
- Throwing objects
- nasty words
- Not respecting property

Draw a picture which best shows how you can do the right thing in the future.

Signed:

Student: ______________________
Teacher: ______________________
Principal: _____________________
Parent: _______________________

Teacher Comment:

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

__________________________________________
## Thinking Sheet

**Name:** __________________________   **Date:** ________________

<table>
<thead>
<tr>
<th>What were you doing?</th>
<th>What rule/value did you not follow?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you fix this?</th>
<th>What should you have been doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you do so this doesn’t happen again?</td>
<td></td>
</tr>
</tbody>
</table>

**Signed:**

- **Student:** __________________________
- **Teacher:** __________________________
- **Principal:** __________________________
- **Parent:** __________________________

**Teacher Comment:** __________________________

________________________________________
________________________________________
________________________________________
________________________________________
Thinking Sheet

Name: ________________________ Date: ________

What was I doing that stopped other students feeling safe and/or learning?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who did my behaviour affect the most? (circle one or more)

(a) Principal  (d) My classmates  (g) A parent
(b) Teacher  (e) A friend  (h) A community member
(c) Teacher Aide  (f) Me  (i) Other student/s

What will I do in future to allow other students to feel safe and learn?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can I fix the damage I have done?

(a) Keep my hands, feet and nasty words to myself
(b) Replace what I broke or damaged
(c) Show more respect for personal or school property
(d) Follow the instructions of the staff at all times
(e) Apologise
(f) Show more respect to people
(g) Follow the rules
(h) Do my work
(i) Be helpful
(j) Take more responsibility for my actions
(k) Listen to others

Signed:
Student: ________________________
Teacher: ________________________
Principal: ________________________
Parent: ________________________

Teacher Comment: ________________________
                                                                 ________________
                                                                 ________________
                                                                 ________________
                                                                 ________________
Playground Procedure

Bell Times and Routines
8:30am Bell for students to play
8:55am Bell to move into school
10:00am Snack
11:00am Bell for Lunch - Eating time
11:15am Play
11:55am Bell to move into school
1:35pm Bell for Afternoon tea Play in area A. No play equipment
1:55pm Bell to move into school
3:00 pm Bell for going home

- After breaks, on hearing the bell, the students are to move promptly to the toilets and then to class. Classes are to line up outside their rooms unless the class teacher has made other arrangements.
- Meals are eaten in the lunch area only.

Playground Plan
- Students remain seated in the lunch area for the first 15 minutes to consume their meal. During meal eating time, all students remain seated. They may go to the toilet if they request to do so. They should only be standing while placing rubbish in the bins.
- Students are dismissed gradually from the meal area for safety purposes. The duty person notifies students when the eating is completed. The lunch area is tidied up with all litter into bins. The duty person then dismisses groups of students to move to play.
- Students needing first aid are to be sent to the staff room or the office.
- The duty folder is to be used for communication. Record any warnings or notes in this folder. For reportable incidents, a referral form needs to be completed. Completed referral forms need to be placed in the principal's office.
- Staff are to ensure that students are not in the classrooms unless they are supervised by them.
- Playground duty staff are to circulate through the play areas ensuring that all areas are covered on a regular basis throughout the duty period.

Before School Duty
- This duty is a minimal supervision duty. Only area A is to be played in.
- The person on duty needs to make regular visual checks in these areas.

After School Duty
- There is no formal after school playground duty.
- Staff are to ensure students leave the grounds and move home as soon as possible.
- Students whose parents are late need to report to the bus duty room.

Consequences
The stairs to the main building can be used as a reflection area but staff need to ensure that they use it in accordance with the plan.

Uncooperative Behaviour
Refusal to comply with instructions disrupts learning time for all students in the class and creates an unsafe environment in the playground. It is taken very seriously at Yangan State School and as such we deploy a THINK plan to deal with non-compliant behaviour.

T.H.I.N.K. stands for:
T. Talk about expectations
Non-compliance
H. Have a ‘Think’ – thinking time or completion of a thinking sheet
If there is subsequent or repeated non-compliance
I. Interview with Principal – consequence could be detention/internal suspension and
N. Notify Parents – communication of behaviour
If behaviour is severe or continuous
K. Kept at home – suspension
For severe disruptions use the **Emergency or critical incident response:**

The critical incident response is invoked when there is high level, challenging, violent behaviour exhibited by any student.

1) Notification is sent to the office/principal for immediate support.
2) The whole class exits the room through the door that offers the greatest level of safety. They assemble quietly with buddy teacher supervision in a predetermined area. The teacher is to remain calm and speak in a controlled, clear and assertive voice to all students.
3) The classroom teacher is to remain in the room with the student, maintaining a safe distance until assistance arrives.
4) During the event the teacher needs to speak in a reassuring manner to the student – ‘How can I help you? It’s okay, I’m here.’
5) Allow the student time to settle down if possible and seek medical assistance if required.

**Bus Duty Procedure**

- Students report **promptly** to the bus duty room when the bus drops students off in the morning (usually between 7:50am and 8:10am).
- Students need to report promptly to the bus duty room in the afternoon at 3:00pm.
- Students arriving before 8:30am need to arrive on a bus or have requested prior permission (through their parents) from the principal to be in the bus duty room.
- Otherwise students arriving before 8:30am need to remain seated in the bus duty room until the 8:30am bell rings.
- Students are encouraged to engage in **quiet, minimum risk activities.** This may include computer work, floor games, reading, etc. The shade structure outside the bus room can be used for quiet games like handball with teacher permission.
- The person on duty needs to ensure safe play activities are undertaken.
- **Warnings** are to be recorded in the playground duty folder. Communication slips are used for reportable incidences.
- **It needs to be made clear that attendance at bus duty is a privilege and not a right. Students who cannot behave in an appropriate manner will be asked to arrange alternate methods of coming to school.**

**Swan Creek Bus Routine**

- Swan Creek bus **arrives** at about **8:10am.** Students make their way promptly from the bus set down area to the bus room.

  The Swan Creek bus **leaves** the bus area at about **3:25pm.** Students need to ensure they make their way to the bus duty area as soon as they are dismissed from class. The staff member on duty takes the students to the bus area inside the top gate. Bags are put down in order of arrival inside the top gate. There is no barring of spots. This becomes the lining up order. When the bus comes to a stop, the door opens and any passengers hopping off have moved from the door area, students can hop on the bus in an orderly fashion.

  - If it is **raining** students wait in the Big Shed.

**Swanfels Bus Routine**

- Swanfels bus **arrives** at about **7:50am.** Students make their way promptly from the bus set down area to the bus room.

  The Swanfels bus **leaves** the bus area at about **3:45pm.** Students need to ensure the bus room is left tidy with computers shut down. The staff member on duty takes the students to the bus area and waits inside the top gate. When the bus comes to a stop, the door opens and any passengers hopping off have moved from the door area, students can hop on the bus in an orderly fashion.

  - If it is **raining** students wait in the Big Shed.

  - Any **students** whose parents are **late** picking them up are to report to the bus room. The duty person is to ring parents or emergency contacts to arrange pick up.
Reality Therapy Questioning

When engaging your students in a discussion about their behaviour, these questions may be useful.

What do you want?
- What do you really want
- How would you like things to be?
- How do you see me helping you?
- If you get it, what will you have?
- What difference will it make for you?

What are you doing to get what you want?
- What are you thinking of when you are doing that?
- Where has this occurred?
- How do you feel when you do that?

Is what you’re doing helping or hurting your chances of getting what you want?
- Is what you are doing taking you in the direction you want to go?
- If you continue to do this is it going to make the situation better or worse?

What else can you do?
- What options do you have?
- Who could you ask for help?
- What ideas do you have to solve the situation?
- What will I hear you saying/see you doing?
- What could keep you from doing this?
- Can you do this?
- How will you know if it is working?
- What has someone else done to be successful in solving this issue?

What are you going to do?
- How committed are you to this plan? Will you really do it?
- When will you see it done?
- Is this important to you?
Bullying Policy (adapted from the Warwick State High School Bullying Policy)

POLICY STATEMENT
Yangan State School practices a “zero tolerance” approach to bullying in all its forms to align with Education Queensland policy and the provisions of the Child Protection Act. Our school and school community endorses each teacher’s right to teach, each student’s right to learn and the right to safety of all school community members. Bullying undermines such values and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully and the victim, and can damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed immediately and with consistency.

DEFINITIONS OF BULLYING
As defined in Education Queensland’s Child Protect Act.
“Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

For ease of student understanding and identification of bullying, the school has defined bullying for students and staff in relation to four specific behaviours. These are:

Physical – any deliberate touch of a person’s body without their permission e.g. hitting, punching, spitting, sexual abuse.

Non-Physical including:
- Threats – threatening any of the above
- Stealing – unauthorised removal of possessions, social opportunities, and teaching/learning time
- Teasing – use of name calling, actions, gestures, words, rumours to hurt or to ostracise

AIMS OF THE POLICY
1) To counter views that bullying is a natural or inevitable part of school life.
2) To combat and overcome barriers of secrecy that often surround bullying.
3) To create a safe and supportive teaching/learning environment for students and staff.
4) To provide support and counselling services for both bully and victim.
5) To move beyond a reactive response to bullying by proactively promoting a school climate where bullying behaviours are not tolerated and are infrequent in incidence.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Yangan State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Yangan State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

STAFF RESPONSIBILITIES

IDENTIFICATION
1) Watch for early warning signs of bullying of/by students (eg stress, behaviour change, physical injuries etc)
2) Record and report all incidences of bullying, including action taken. Information from the Folders and behaviour referrals will be recorded in OneSchool.
3) Offer the victim immediate support and help by using conflict resolution and a source of referral such as teacher aide, class teacher, Principal, SHRO or Guidance Officer.
4) Use all students as a positive resource in counter bullying, taking time to discuss bullying in class sessions when the need arises. (eg after incidents)
5) Ensure all areas of the school are monitored at breaks and in between lessons. Fulfill playground duty requirements with vigilance.
EDUCATION
1) All students upon enrolment at the school will be made aware of the School’s Bullying Policy.
2) Education of dealing with bullying will occur within the context of the curriculum and on school parades.
3) Where possible, parents/caregivers will be included in the education process and informed of developments within the school in the area of Bullying.
4) All teaching staff will undertake regular professional development in regard to Bullying issues and their professional responsibilities in combating Bullying.

ACTIONS
Teachers will adopt a logical and sequential approach when responding to reports of bullying. Use the “no blame approach” to initial reports of bullying. This uses the following process.

- Take the incident seriously
- Stop
- Listen to all sides of the story (victim, bully and witnesses)
- Deal with the complaint in a manner to avoid making the bullied student feel inadequate or foolish. Listen sympathetically. Offer support and encouragement for reporting it. Maybe act confidentially.
- Act assertively towards bully, explaining his/her actions constitute bullying. Don’t act aggressively, model appropriate behaviour.
- Ask bully how he/she thinks victim must feel and how would they like to be in that circumstance
- Explain that actions must stop
- Set up a time to check with victim and bully that bullying has stopped
- Document the issue
- Contact parents of both parties and advise them of the circumstances. Explain the approach and have it designed to reduce the risk of retaliation. Suggest methods for parents to teach their students to act assertively.

Continuation of further incidents of bullying could result in counselling, parent interviews to discuss strategies for the student or possible consequences, suspension or exclusion.

STUDENT RESPONSIBILITIES

ACTIONS
Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others. This response will take the following form:

STEP 1 Tell the bully to stop
(This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim’s control over handling the situation)

STEP 2 If the bullying does not cease immediately or has caused significant or emotional harm, tell someone in authority (Teacher, Non-teaching Staff and Principal)

1) The student if unable to stop the bullying themselves should report all incidents to the nearest available teacher or staff member. Immediacy of reporting is essential.
2) Students (victim, bully, and witnesses) may be required to discuss reported incidents with a Teacher, Teacher Aide, Guidance Officer, Sexual Harassment Referral Officer or Principal. Such discussions will occur as soon as possible after the incident.
3) Parents/caregivers of students involved may be informed of the outcome of investigations, and a record of an incident attached to the student’s file, if deemed appropriate and necessary.
4) In the case of frequent or significant incidents of bullying by a student, the parents/caregivers may be required to attend an interview to discuss possible consequences and assist the school in planning a strategy to modify the child’s behaviour.

PARENT/CAREGIVER RESPONSIBILITIES

1) Watch for early warning signs in your child. This may include a reluctance to go to school, unexplained illnesses, missing possessions, requests for money, frequent or unexplained injuries and moodiness.
2) Take an active interest in your child’s school and social life; encourage them to talk about daily events and occurrences.
3) If you suspect bullying of your child at school, contact the class teacher or school administration immediately.
4) Record details of persistent bullying of your child, including the dates, settings, times, types of bullying and identified perpetrators.
5) Encourage your child to report persistent school bullying to those in the best position to provide immediate help i.e. teachers, teacher aides, principal.
6) Assure your child that seeking help is okay and that it is an assertive measure.
7) Do not encourage your child to hit back or verbally abuse the bully.
8) Be prepared to assist the school in modifying your child’s behaviour if he/she is identified as a bully. Do not accept personal blame for their actions; instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.

BULLYING. NO WAY!  www.bullyingnoway.com.au
Procedures for Students to Follow

(Appendix 7)

ARE YOU BEING BULLIED?

1. Ignored, teased or threatened?
2. Pushed, hit or kicked?
3. Belongings stolen or damaged?

Yes

Can I deal with this problem using our 4 steps?

1. Ignore/walk away/talk to someone else.
2. Tell them nicely that you don’t like what they are doing. Tell them to stop.
3. Ask a friend to support and witness the problem.
4. Ask a teacher to help sort out the problem.

No

What Else Can I Do?

TO AVOID BULLYING:

- Examine own behaviour.
- Network of friends.
- Avoid location/people.
- Assertiveness training.
- Control your fears.

TO DEAL WITH BULLYING:

- Ignore it.
- Walk away.
- Don’t give them satisfaction.
- Call their bluff.
- Argue your way out.
- Personal script.
- Prepare a defense.
- Negotiate.

Tell someone who will care:

- Trusted adult
- Teacher
- Parent
- Friend

SOvE it by yourself

ASk a friend

FAInd a teacher

EXplore your options
What is Bullying?

“Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

- usually a bigger, older child picking on a smaller or weaker one. Bullying is a game of “one-upmanship” an attempt to win while the other loses.
- Another characteristic of bullying is that the victim appears to be very upset by the incident, while the bully is matter-of-fact, saying things like “What’s the big deal?” or “The kid asked for it.”

This difference in attitudes distinguishes bullying from more normal childhood conflicts — fisticuffs during a kickball game or a heated argument over whose turn it is on the swings, for instance — where both children are equally upset and angry over what happened. It’s really important for adults not to mistake bullying for normal childhood conflict. Some conflict between kids is expected. Bullying, on the other hand, shouldn’t be tolerated at all.

Cyber bullying

Cyber bullying is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others.

The main forms of cyber bullying are identifies as:
- Flaming: online fights using electronic messages with angry or vulgar messages
- Harassment: repeatedly sending nasty, mean or insulting messages
- Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- Outing: Sharing someone’s secrets or embarrassing information or images online
- Exclusion: Intentionally and cruelly excluding someone from an online group
- Cyber stalking: Repeated, intense harassment and denigration that includes threats or creates significant fear.

Dealing with Bullying

Our school's approach to bullying focuses on relationship building and solving problems. Bullies need help to act in socially acceptable ways, victims need help in becoming socially resilient and bystanders need help in not tolerating bullying behaviours.

We aim to eliminate bullying by providing relationships education to our students, staff and parents and supporting students to develop better relationships when problems occur.

This involves our school:
- Building safe and supportive schools and preventing bullying
- Knowing when bullying is happening, acting to stop it and supporting those involved
- Managing incidents that have serious impact on individuals and/or the school

What can a parent do?

It’s important to arm kids against bullies early on — to teach them how to avoid being bullied and how to defend themselves when such abuse does occur. It’s also important to teach your children not to be bullies.

Before you can take steps to protect your child, however, you need to understand just what bullying is and why some kids tend to get picked on more than others.

Who gets picked on?

Bullies tend to zero in on children who appear vulnerable for some reason. Victims are usually passive, anxious, sensitive and quiet, or stand out in some way: perhaps they are taller or shorter, wear braces, are overweight, or have a physical disability. At the same time, youngsters who are provocative and annoying, who seek negative attention from peers, also tend to get picked on. Both passive and aggressive victims tend to have few friends, and therefore few allies to rally to their defence in a sticky situation.

How do I help my child?

Realizing that some kids seem doomed to be victimized because of their very nature or physical status, is there any real hope of bully-proofing your child? Yes, say the experts, you can help your child don a sort of psychic bully-proof vest to deflect the insults and physical abuse that bullies like to dish out. And it’s never too early to begin laying this foundation for self-preservation. Following are steps you can take to help bully-proof your own youngster:
- **Teach self-respect.** A confident child is less likely to become the victim of a bully. How can you help? A pat on the back every once in a while works wonders. Make sure positive comments, “I like the way you picked up your toys without being asked” or “You did a great job getting yourself dressed this morning,” outweigh negative ones. Avoid labelling or name-calling (such as calling a child lazy, for instance) that can make a youngster feel bad about himself/herself.
• Stress the importance of body language. Verbally asserting oneself is not very effective if one’s body language tells another story. Teach your child to hold himself confidently, to bolster his assertive words by relaxing his body (deep breathing helps), keeping her hands steady, and maintaining frequent eye contact. Bullies tend to gravitate toward kids who are unsure of themselves. These tricks will help your youngster seem self-assured, even when he’s not. Remember that assertive means respectfully firm not aggressive. Bullies are aggressive.

• Encourage friendships. Children who are loners tend to be more vulnerable to bullies. So, start early in helping your youngster to develop friendships and build social skills. By the middle of primary school, it may be more difficult for a shy child to make friends. Perhaps your child needs help in learning how to initiate friendships or join in group activities. If your child has problems fitting in, suggest she seek out another youngster who’s alone a lot, rather than try to break into a group of two or more children. It’s also easier to participate in unstructured activities, such as playing on the jungle gym, than to join an organized game in progress.

• Teach your child to express herself clearly, yet diplomatically. Help your youngster learn to use “I” statements. This form of self-expression works for two reasons: first, it’s indisputable. For example, if your daughter tells a friend “I don’t like to play that game anymore,” who can argue with her? After all, that’s how she feels. Second, the statement is non-judgmental. Your child is not putting the other youngster on the defensive. When a child knows how to express herself without stepping on other people’s toes, she tends to be popular with her peers — and, as mentioned, having friends is a good way to keep bullies at bay.

Is your child being bullied?
Too often, parents are the last to know their child is in trouble. Remember, bullies work through fear and manipulation. They often intimidate children into silence by threatening to harm them or by labelling them “wimps” or “babies” if they tell an adult what’s going on. Therefore, it’s important for parents of school-age children to be on the lookout for signs of bullying. If your son routinely comes home from school extremely hungry, ask him why. Maybe someone is taking his lunch. Does your daughter rush to the bathroom as soon as she gets off the bus? Maybe she’s afraid to enter the school bathroom because a child uses this place to threaten or intimidate her.

It’s a good idea to make it a habit to ask your child what’s happening at school, especially if you suspect a problem. Ask pointed questions (“Who’s the bully in your class?” or “Who bothers kids on the bus?”), particularly if you are unable to be home when your child gets off the school bus. The reason? By the time you arrive home and talk with your child about the day, she may no longer be focusing on the fact that Susie is bothering her on the bus. But that doesn’t mean it wasn’t upsetting to her.

Defensive Strategies
What should you do if you discover your child is being bullied? Discussing some of these bully-busting strategies with your youngster may help:

• Practice the art of self-affirmation. One tactic is called “self-talk,” or teaching the victim to give her-self a silent pep talk whenever she’s picked on. For instance, she could repeat to herself: “Even though you’re saying those things about me, I know they’re not true. I don’t feel that way about myself.” Positive self-talk addresses that all-important issue of self-esteem. And the better a child feels about herself, the less likely she is to be bullied.

• Know when to assert oneself. Put the bully on notice that his actions won’t be tolerated. This can be as simple as telling the bully, “I have the right to be safe. Please leave me alone or I will have to get some help” (A word of caution here: Some bullies actually feed on getting a response. Therefore your child should assert himself just once. If it doesn’t work, move on to something else, or the bullying may escalate.) Whatever you do, don’t encourage your child to fight the bully. Bullies tend to pick on kids who are smaller and weaker. That means your little Johnny could be thrashing it out with a huge aggressor. The bully’s going to prevail. Such victories only encourage a bully to carry on with the victimization and turn your child into the bully.

• Use humour to deflect an onslaught. Doing or saying something funny or unexpected is another effective means of deflecting a bully. Help your child come up with a silly one-liner that could throw the bully off balance. It might be enough to make him stop.

• “Never let him see you sweat.” Teach your child not to let a bully see that he’s upset or scared. A child who is obviously anxious or tends to wear his heart on his sleeve — thereby letting the bully know his tactics are working — may need help finding ways to better hide his emotions.

• Avoid, when necessary. One of the best ways to avoid bullying is to avoid the bully. Suggest to your child that she duck down a different stairwell or take a new bike route home. However, don’t view running away as a long-term solution, since it may only delay the bullying attempts. Rather, it should be looked at in terms of safety — a way to avoid immediate harm.

• Don’t be ashamed to ask for help. As a last resort, if the above solutions don’t work, encourage your child to report the bullying to his teacher. Parents need to get beyond the misguided idea that kids always need to solve their own problems that it toughens them up. When seeking help, the
focus should be that the child is asking for help to solve a problem for them and to get help for the bully.

Why does a child become a bully?
There is no one particular thing that turns a child into a bully. However, studies show that the problem is generally triggered by something at home in the youngster’s environment. This could include having parents who are overly punitive or verbally or physically abusive. A bully also could have been victimized himself, perhaps by a sibling or another child. It becomes very easy for a child to turn around and do to someone else what’s been done to him because he knows exactly how it feels. So, how do you discourage a child from becoming a bully? Here’s what to watch out for:

• **Take a look at your parenting practices.** Are you a bully at home? Do you frequently criticize your child? If so, you’re sending the message to your child that anger, violence, and intimidation are ways to get what you want. Very likely, your child will turn around and use similar tactics on peers.

• **Watch your tone — and your message.** It’s important parents and caregivers to examine the tone of voice they use when speaking to children. Avoid undue criticism. Children learn by example, and someone who is belittled at home may resort to such tactics when dealing with peers.

• **Start to teach the art of negotiation early on.** The preschool years are the time to begin to teach children to mediate their own disputes. If your toddler is wrestling a toy from the hands of a playmate, swoop in and offer an alternative. With toddlers, parents and caregivers need to watch and intervene when trouble arises. Then try to move things from “might makes right” to “let’s make a deal.”

• **Don’t be a “wimp.”** Parents may also breed a bully by being overly permissive. By giving in when a child is obnoxious or demanding, they send the message that bullying pays off. Children actually feel more secure when they know parents will set limits.

If you do discover your child is acting like a tyrant, don’t panic. It’s important for parents to realize that all kids have the capacity to bully. Here’s what to do if it’s your child who’s doing the bullying:

• **Make it clear that bullying will not be tolerated.** Although it’s important to determine why your child is behaving like a ruffian, emphasize that you won’t allow such actions, and outline the consequences. If the problem occurs at school, tell your child that you respect the school’s right to work to solve the bullying problem if it persists.

• **Have your child walk in the victim’s shoes.** Since bullies have trouble empathizing with their victims, it’s important to discuss how it feels to be bullied. How would your child feel if it happened to her?

• **Help your child feel successful.** It’s important to emphasize your child’s good points, so he can start to experience how positive feedback (rather than negative attention) feels. Is she good with animals? A math whiz? Proficient at team sports? Then put her in situations where her strengths make her shine. Find opportunities for your child to help others, perhaps by volunteering or helping a teacher after school. Doing good increases a child’s sense of self-worth.

Although it might be unrealistic to expect that your child will never cross paths with a bully, it is possible to teach him the skills needed to avoid becoming the victim. Children who feel valued and respected are well on the way to handling life’s challenges.
Parents can assist in making a major difference to the mindset of children vulnerable to bullying. Here are some suggestions:-

- **Closely monitor** your child’s feelings about school and other children. Look beyond the superficial responses (e.g. “How was school today?” “Good.”) and check for signs of real contentment.

- When bullying is detected, it is important to **listen carefully** and find out exactly what is happening. Don’t get angry and ring the school immediately. Find out who said what, and why. Remain calm but supportive, confident and protective.

- **Take measured action.** For instance, ring and make a private appointment with the appropriate person at the school (teacher, principal, section head, or counsellor). You may ask the child who would be good to talk to. Discuss what has been happening, and why. Work out a joint strategy with the school (what you’ll do; what the school will do).

- **Keep records.** Every bullying incident must be recorded, so that the school has clear evidence of what is going on. (It’s not enough to say, ‘Sally has been bullying my daughter.’ A school needs dates, words said, actions, if it is to respond effectively.)

- **Initiate actions designed to build up your child’s confidence and self-esteem,** such as
  - spending more time with him/her in favoured activities (sport, hobbies, outings, etc)
  - praising him/her for achievements and for being ‘such a great kid’
  - avoiding negatives (including things you normally nag about) – *now* is not the time for criticism!
  - if something goes wrong (a bad mark, some crisis or other), reminding him/her that he/she is a wonderful person, and that whatever went wrong is trivial (as appropriate).

- **Foster friendships** and a positive peer group. Encourage your child to invite friends home, or offer to take them out for a special treat, thereby strengthening the network and intimate relationships. Whatever you do, **don’t treat the peer group as the enemy.** This will isolate your son/daughter and make him/her even more unhappy and vulnerable.
  - Teach your child how to be confident. This is largely common sense, but here are reminders:

  - walk tall (don’t hunch or ‘crumple’)
  - look people in the eye (don’t stare at the floor)
  - speak clearly and distinctly (not in a whisper)
  - breathe calmly and keep the pace normal (don’t fidget and twitch).

  You may like to demonstrate these things, and explain that sometimes other people take advantage of you if they think you’re scared.

- If specific hurtful words were used, it can be helpful to ‘**desensitise**’ your child to such words. Laugh about them. Talk about how silly words are.

- **Offer advice** about ways to ‘deflect’ the bullying, such as non-committal replies. Whatever you do, **don’t advise a violent response.** This will only make the situation worse, and could put your child in the wrong.

- **Constantly check for progress,** and keep the school informed of how things are going. As a parent, you are well placed to know what’s happening.
Student Leadership Program

Yangan State School recognises the important contribution that our students can make to their school and community by providing students with a program that builds a range of leadership qualities.

Senior students play an important role at Yangan State School. They act as models of appropriate behaviour for younger students. These students also provide support for other students.

The aim of the Student Leadership Program is to nurture confident students who are willing and able to be empathetic towards their school community and work pro-actively in moving it towards a preferred future.

The Student Leadership Program provided at Yangan State School recognises that the school leader role is a difficult role, which students need to be prepared for and grow towards. We believe that excellent leadership is a long-term goal. This leadership role requires support to ease students into the role and to equip them with the necessary skills and attitudes of this position of responsibility. Students are sure to make mistakes as a necessary part of learning and as such need to have their attempts supported and appropriate behaviours encouraged.

Officially students commence the leadership program in Year 5 as library monitors. In Year 6 students participate in the Prep Buddy Program. This provides the opportunity for basic leadership skills to be developed through supporting a Prep child. They develop a nurturing bond that demonstrates the importance of considering the needs of others. The relationship continues to support the integration of Prep students within the primary school.

Responsibility is extended in Year 7 when they assume some responsibility for the entire Yangan State School student group. In term one of Year 7, the students are introduced to their role and are provided with learning situations to explore their role within a supportive environment. This includes attendance at a leadership camp, Cluster Transition Days, formation of a student council and the organisation of activities and learning opportunities for the other school students. As this is a learning role, it is expected that students will continue to require support as they grow to understand the leadership role.

We expect our school leaders to exhibit the following criteria:
- is self–managing;
- is learning well;
- has an appreciation of their own strengths and weaknesses;
- has an understanding of the school vision – Caring, Improving, Contributing;
- consistently applies our school vision;
- has the ability to make wise choices about their behaviour;
- is a positive influence on others;
- manages time well;
- has a high level of personal presentation – wears school uniform with pride; and
- has a willingness to commit to and participate in school activities.

The aim of the student leadership program is to support students to become successful by caring for one another, improving their performances and contributing to their community in the best way they can.